

Montana Arts Council

Artist in Schools and Communities Grant Program

Learning Objectives/Activities/Assessment

Below are examples of learning objectives, descriptions of activities and assessment for all art forms. You might find an assessment strategy that would work well with your classroom even though it is listed for a discipline *other* than the one chosen for your residency.

CREATIVE WRITING

Example #1

Learning Objectives:

Students will:

- Find their individual voice in their writing
- Enter willingly into discussion about poetry
- Listen and respectfully comment on the work
- Know a number of poetry forms (Pantoum, Haiku, Sonnet)
- Know the vocabulary of poetry (metaphor, simile, assonance, subjective correlative, line, line break, stanza)
- Contribute a group of poems to an anthology

Detailed Activities:

Each class begins with a “prompt” – an unusual poem or artifact – which will stir the imagination of the students. The poet leads a discussion about what the poem means and how it effects the listener. Examples of form and syntax are pointed out. While students are writing, the poet moves through the room commenting on each poem and helping students make choices. At the end of the session students are encourage to read their poetry. The other students are encouraged to comment and be enthusiastic and supportive of each other.

Assessment of Student Learning:

- Students will submit quarterly a written assessment of the writing contained in their portfolio.
- Peer assessments of writing contained in portfolios will occur monthly with discussion during class.
- Teaching artist will collaborate with individual students in revision process and portfolio evaluation.

Example #2 (Creative Writing)

Learning Objectives:

Students will write a screenplay using the elements of dramatic story telling, genre, plot, character development and conflict. After critiques, students will re-write the script incorporating the instructor's and fellow students' suggestions.

Detailed Activities:

September: Students begin creating a story for their individual films.

October: Students write and deliver detailed outlines for their proposed films. Screenwriter guest speakers attend class. Outlines are approved and screenplay writing begins.

November: Screenplays are due, critiqued and second/third/fourth draft writing process begins.

December: Final screenplays are submitted to the instructor. Screenplays are reviewed and 'green lit' or sent back for more re-writes.

Assessment of Student Learning:

	4	3	2	1
Story (overall evaluation)	The student created a story that had emotional impact, perhaps humor, relatable characters, and a well-developed, engaging plot.	The student's story was well-developed but the characters lacked originality.	The story didn't have focus and the characters lacked depth.	The story wasn't well-developed and/or was inappropriate for our community.
Story Structure and Plot	Acts I, II and III were complete and well-developed	Acts I and III were well done but Act II didn't deliver on the promise of Act I.	Acts I, II and III had some but not all the required dramatic components.	Acts I, II and III didn't have the shape or elements required.
Character Development	The characters had unique voices, behavior and character arcs. Their "journeys" were accessible and emotional.	The characters were interesting but lacked depth. Their journey wasn't well rendered.	The characters were flat and not original.	The characters weren't engaging. Therefore, neither was the screenplay.

DANCE

Example #1

Learning Objectives:

Students will be able to demonstrate a variety of movements by altering the elements of space, time and energy:

- Large and small movements
- Fast and slow movements
- Strong and light movements

Students will accurately reproduce the movements and rhythms of the African dances taught in class.

Students will identify the instruments used in the music selections for class.

Detailed Activities:

An introduction to Africa, African dance and music, and the history of the African culture in the New World through the slave trade will begin the first lesson for each class. Each class will include a movement warm-up and movement combinations through space which will introduce the elements of space, time and energy. Students will perform basic African dance movements. The instruments used in the music and the inspiration and meanings of the movements will be discussed.

Assessment of Student Learning:

The following rubric can be used for an individual student **OR** for the class as a whole by filling in the percentage that falls in each level. The class percentages are an indication of how well the students achieved the learning objectives. It also gives the teacher feedback as to whether the majority of the students learned the material and if it should be revisited with different teaching strategies.

	4 (High)	3	2	1 (Low)
Demonstrated a variety of movements by altering space, time and energy				
Accurately reproduced the movements and rhythms of the African dances				
Identified the instruments in the music selections				

Example #2 (Dance)

Learning Objectives:

Students will create a short piece of choreography about the weather:

1. Make a shape that portrays your chosen weather type.
2. Improvise a series of movements that portray your weather's energy.
3. Freeze in the same shape you began with.

Detailed Activities:

After a warm-up, students will improvise a variety of movement energy qualities. Students will name various types of weather and verbally identify the energy qualities that type of weather demonstrates. The teaching artist will model a short piece of choreography about the weather. The class will assess his performance with agreed-upon sign language for Yes, Sort Of, or No. The teaching artist will lead the students through the creation and practice of their own choreography.

Assessment of Student Learning:

Pairs of students will perform for each other and assess one another's performance with the sign language. The pairs will discuss what they saw that lead to their assessment and how the choreography could be improved.

MUSIC

Example #1

Learning Objectives:

Students will learn a variety of quality repertoire.

Students' performance, listening and ensemble skills will improve.

Detailed Activities:

Members of the symphony will spend one-hour sessions coaching students in small groups or ensembles chosen by the school music teachers. Students will actively participate on their instruments with the coach providing direct, immediate feedback regarding their performance. Intonation, rhythm, role within ensemble, balance, blend and technique are all issues that will be addressed, as well as improving listening skills.

Assessment of Student Learning:

The coach and students will actively assess skills during each coaching session. Other assessment opportunities include District and/or State Music Festival and school performances.

THEATRE

Example #1

Learning Objectives:

To improve students' performance in terms of:

- Characterization
- Voice projection
- Improvisation
- Text comprehension

Detailed Activities:

Students will participate in theatrical training to develop and explore their physical, vocal and emotional skills. Coursework in period movement and stage combat will be addressed daily. They will have voice classes each day in which they individually and collectively develop and present skills that strengthen delivery, interpretation and phrasing. The use of dialects appropriate to character development will also be included.

Participants will be introduced to a variety of literary techniques often employed by Shakespeare (i.e., iambic pentameter and line scansion, blank vs. rhymed verse, alliteration, onomatopoeia, oxymoron, etc.) Students will have opportunities daily to create and share with others their own verse using these techniques and explore how differing styles affect the impact of the language. Textual analysis and interpretation will also be explored with the students in order to build an understanding of meaning and depth, as well as the emotional, rhythmic and poetic structure of the language.

(Assessment on page 6)

Assessment of Student Learning:

This rubric will be filled in for each student by the teaching artist.

Skill Level	4 High Degree and Sustained	3 High Degree but Not Sustained	2 Occasionally	1 Not At All
CHARACTERIZATION: To what degree was the student ultimately able to use their body, face, voice and emotions to portray solid and easily identifiable characters?				
PROJECTION: To what degree could the student be heard by the audience in the outdoor performance arena?				
IMPROVISATION: To what degree did the student learn to comfortably improvise scenes, make strong choices to create a strong character on the spot and effectively add information to the scene as it progressed?				
COMPREHENSION: To what degree was the student able to understand the text and effectively communicate it to the audience?				

VISUAL ARTS

Example #1

Learning Objectives:

Third graders will recognize the work of Rudy Autio. They will create a vase using coils, slabs and narrative decoration.

Detailed Activities:

Third Graders will have just finished a unit on Montana history when this residency begins. They will learn about the history of the Archie Bray Foundation, how it functions today and the artists who have worked to keep it going for over 50 years. This activity will focus on the work of Montana clay artist Rudy Autio.

The teaching artist will demonstrate using coil and slab techniques and how to attach the sections of clay to each other. She will discuss narrative decoration and show examples to the class. The teaching artist will give individual attention to each student as they create their own vase using coil and slab techniques. Each student will glaze their vase with a narrative decoration.

Assessment of Student Learning:

Example of completed checklist: (Can be filled out by the teaching artist or the classroom teacher)

3 rd Grade Student Names	Recognize the work of Rudy Autio	Create a vase using coils, slabs and narrative decoration
Student A	X	X
Student B	X	X
Student C		X
Student D	X	X

Example #2 Visual Arts (from application form):

Learning Objectives:

Students will learn drawing and compositions fundamentals to help them be effective in visually communicating their ideas. Students will be able to use line variety, contrast, pattern, balance, and scale in their drawings.

Detailed Activities:

- The artists will demonstrate examples of the above elements and principals of drawing.
- The students will explore ways to create line variety, contrast, pattern, balance and scale.
- The students will complete a finished drawing using the skills and understanding they have learned.

Assessment of Student Learning:

Students will fill out the following rubric for themselves (self assessment) or with a partner (peer assessment) to assess their drawing.

Student's visual communication was:	4 Very effective by incorporating all the elements of line variety, contrast, pattern, balance, and scale	3 Partially effective by incorporating some of the elements	2 Minimally effective using only one of the elements	1 Not effective because they didn't use the elements to communicate their ideas
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